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ABSTRACT

A federally-funded program of English as a Second Language training and counseling services to encourage assimilation of Haitian immigrants in Florida is described. The unique needs and characteristics of the population served and the varied communities affected are discussed, and the five cooperating institutions (four colleges and one Catholic Center) are listed. The services and activities offered through the organizations are outlined, including a minimum of 30 hours per week of English language training, language laboratory work, counseling, and cooperative program or vocational education. Additional program aspects discussed include staffing, program differences across the five institutions, links with the business community, enrollment and attendance problems and efforts at improving them, and attempts to maintain community contact. The lecture schedule and enrollment figures for the three cycles of each program segment are appended. (MSE)

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Phelps Stokes
Education for Human Development

10 East 87th Street
New York, New York 10028
212 427-8100

Washington Bureau:
Suite 1100
1029 Vermont Avenue, N.W.
Washington, D.C. 20005
202 638-7066

Cable: "Stokesfund"-New York

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FINAL SUMMARY REPORT

ESL TRAINING FOR HAITIANS

IN THE STATE OF FLORIDA

CONTRACT NO. 300-81-0143

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Submitted to

Assistance Management and Procurement Services

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November, 1982

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*One copy submitted. Additional copies available on request.

INTRODUCTION

The Phelps-Stokes Fund was contracted by the U.S. Department of Education to develop, implement and maintain instructional and counseling services for a minimum of 400 Haitian entrants during a period of 15 months beginning in June, 1981. The Haitian Adult Development Education Program (HADEP) was, therefore, initiated in April, 1981. A Phelps-Stokes Fund core staff immediately set out to implement a program intended to deliver services at four-to-six sites in Florida, to establish local program centers and to coordinate such services through the auspices of coorperating institutions or colleges long associated with our foundation in past community service activities. This method of service delivery is significant and fundamental, for it is predicated upon the assumption that the preferred manner and process by which services and support to the Haitian community can be established as a routine responsibility will be with the continued involvement of these institutions well beyond the contract period.

THE SETTING

The fundamental purpose of HADEP was to enable selected Haitian entrants to acquire the communications, vocational, cultural and social skills that would accelerate and assure their integration as productive members of their adopted U.S. community in as short a time as possible. Haitian entrants in Florida find themselves beset by serious disadvantages. With the exception of illegal entrants from Mexico, they constitute the only significant groups of indigents and of immigrants minimally acculturated to contemporary U.S. culture to enter this country since World War I. Recent South East Asian refugees also indigent and alien to Western culture, differ from Haitians because of the extensive economic support they receive to alleviate the early hardship of coping in a new and complex environment, as well as their prior exposure to

U.S. citizens in private, federal and military contacts within their native lands. These Haitian entrants arriving in small boats are also significantly different from the more than 300,000 other Haitian countrymen and women who have settled in Northeastern cities over the past 20 years. Not only is their mode of transportation unorthodox, their social and cultural orientation is more closely linked to Haiti's countryside and its peasantry than that of earlier arrivals. The products of this rural and traditional orientation, while rich in determination and stamina, offer few technical or academic skills that are readily adaptable and marketable in a U.S. milieu. Finally, unlike immigrants from the English-speaking Caribbean or even Hispanics who easily blend into large U.S. Spanish-speaking communities, Haitian entrants are in many respects on their own, often having to start at ground zero in their quest for economic, political and social survival or security.

These general characteristics notwithstanding, failure to acknowledge the diversity of skills, aptitude, intelligence, stamina, and ambition to be found among Haitian entrants would repeat a very common error. For example, contrary to the general belief, only a minority (25% to 30%) of the participants enrolled in HADEP have had absolutely no prior experience with formal education. Also in this select group, competence in English varies widely. Skills ranging from weaving to mechanics, from tailoring to electronics assembly can be found among HADEP participants, although these existing skills may require specific refinements to be marketable in the U.S.

The age of participants range from 18 to 50, with the medium age of those enrolled in HADEP (which reflects a fair sampling of the general entrant population) being the mid-twenties. They are more often than not single, although on some occasions, a spouse may have been left behind in Haiti.

Despite the fact that approximately 30% are urbanities from Port-au-Prince and Cap Haitien, for most HADEP participants any U.S. urban environment is a novelty. Most are familiar with the life-styles of larger coastal towns in Haiti. The more urbanized participants will sometimes have been exposed to as many as eight to twelve years of formal education. In short, the majority are neither illiterate nor primitive in their outlook on the modern world.

The communities in Florida to which HADEP participants belong also vary sharply. The smallest Haitian community served by HADEP is in Jacksonville. There are, in that northern Florida city, an estimated 300 to 500 Haitian residents. Another HADEP site in Central Florida serves Haitian populations in Orange and Lake County that fluctuate between 300 and 3000 depending on the time of the year and the vicissitudes of the migrant labor industry. In Jacksonville, HADEP participants are mostly men who migrated to northern Florida with the aid of sponsors and who then found work on the docks as stevedores and in the shipyard as dock hands. In Orange County, Lake County and other communities in central Florida, Haitians again are mostly men, assembled in late October or early November as migrant workers in the citrus groves. When picking for honest crew leaders, these entrants can do profitable work, yield between $40 and $60 a day. The Immokalee site in Collier County present the same characteristics. Approximately two thousand to three thousand entrants are involved in the harvesting, planting and packing of vegetables and citrus fruits. Because employment in agricultural sectors is seasonal, however, HADEP attracts participants who hope quickly to master the rudiments of the English language and to gain meaningful employment in more stable occupations.

The largest Haitian community served through HADEP is, of course, in the Miami, Dade County area. There 40,000 to 60,000 Haitians are estimated to have settled over the past five years. In the course of the first cycle projected to attract the smallest enrollment of three successive cycles, the two HADEP sites in Miami had regularly served some 150 entrants, exceeding by far the original projections to serve only 60 participants in the initial cycle. The Haitian participants and staff in Miami are representative of a conglomeration of people of similar national origin who nevertheless belong to distinctly varying economic and social milieus. A site was also opened in Ft. Lauderdale and Pompano, Broward County with an estimated population of 6,000 to 8,000 entrants.

An often obscured reality is that a small but significant middle class Haitian community is well established in Miami. It is reinforced daily by other Haitians who, having spent ten to twenty years usually in New York, now choose to bring their skills and often enough assets to buy modest homes and settle in (for them) the more congenial natural environment of Dade County. While HADEP services are not extended to that population, HADEP staff is mindful of its potential and promise as a rich source of well-trained professionals who can now qualify as vocational instructors and who will some day provide leadership to a growing Haitian Florida community.

The more recent "boat people" also count among their numbers gifted and sometimes skilled members. The numerous small businesses that have sprouted in the Little Haiti area of Miami testify to the ingenuity, resourcefulness and wide assortment of talents already available upon which to build a strong and productive community. Tragically, the vast majority of the new entrants in Miami remain unemployed or underemployed. Still, enough succeed in

in fashioning small careers out of initially low paying and unskilled positions that others remain convinced of the opportunities to be painfully accessed in the U.S.A., if they persevere.

The reactions of the settled U.S. communities to the presence of Haitians in Florida have been mixed. There is the expected malaise and suspicion attendant to any rapid influx of people of a different culture, as well as the not uncommon reactions of discomfort or even hostility by citizens of "majority cultures" toward people of the Black race. It is important to note, however, that the tangible impact of that disapproval has not so far added significantly to the difficulties of Haitians. In other words, in the area of employment, which remains the single most important issue confronting Haitians, the obstacles have had more to do with language skills and technical proficiency than with the fact of being Haitian or Black. Participants in HADEP with marketable skills have relatively little difficulty finding jobs.

Incontestably, Haitians are subject to various forms of prejudice. The important achievement to note, however, is the excellent reputation Haitians have earned in spite of overwhelming odds, including the very negative images projected in the U.S. media about anything Haitian. The dominant perception of entrants from Haiti in Miami persists as that of a hard working, diligent, frugal, enterprising, self-reliant and law-abiding people. This positive view is now widespread, particularly among employers in the hotel, restaurant and garment industries or any business dependent on reliable and motivated personnel willing to accept the lower pay scales. A lobby on behalf of Haitians is, therefore, quietly burgeoning among the most influential business sectors in southern Florida. Complaints heard about Haitians usually have to do with their poverty, their alleged chronic diseases, their religion, pregnancies in

so-called abnormally large numbers, and occasionally even their race. But it is to their credit that Haitians are rarely thought of as a group guilty of deliberately threatening of undermining the well-being of the community at-large.

THE PROGRAM*

The HADEP project was conducted initially through four cooperating institutions: Edward Waters College in Jacksonville, Rollins College in Winter Park, Biscayne College and Florida Memorial College in Miami. These institutions were the program's direct providers of services. On April 26, 1982, the Haitian Catholic Center (HCC) in Miami became the fifth and last cooperating institution to be affiliated with HADEP. These institutions were enlisted as program partners not only because of their ability to carry out the tasks mandated by the Phelps-Stokes Fund contract with DOE, but also because of their expressed and demonstrated interest in the welfare of the Haitian community, and correspondingly the well-being of the entire Florida community. This attitude strengthened the view that for this program to succeed then and in the future these resourceful, influential and capable institutions would have to continue for several years to come to have some involvment in the successful adaptation of Haitian entrants to the mainstream of life in Florida.

COOPERATING INSTITUTIONS

Florida Memorial College	15800 N.W. 42nd Avenue Miami, Florida 33054
Biscayne College	16400 N.W. 32nd Avenue Miami, Florida 33054
Edward Waters College	1650 Kings Road Jacksonville, Florida 32209
**Rollins College	Park Avenue Building Winter Park, Florida 32789
Haitian Catholic Center	110 62nd Street Miami, Florida

*Deliverable #5 from FFP
**Rollins College became affiliated with HADEP in July, 1981.

INSTRUCTION

The program designed by the Phelps-Stokes Fund and implemented through the five institutions offered a minimum of thirty hours of activities each week to participants. It is important to note, however, that because Haitian entrants and HADEP personnel accorded great importance to employment, rarely were participants involved for all thirty academic hours. A minimum of ten hours of English language instruction was required, however. The curriculum stressed basic English language structures with a heavy concentration on the rapid acquisition of practical vocabulary. Attention was also given to strengthening arithmetic skills, as well as literacy and writing, while simultaneously augmenting basic English competence.

HADEP site also made available a minimum of eight hours of language laboratory training. Lab activities varied with each institution. In the case of Florida Memorial College and Edward Waters College where wuch lab facilities existed, lab hours were scheduled as a separate activity. In the case of Bethune-Cookman College where such a facility was non-existent, lab activities were integrated in the ESOL program through the use of cassettes and/or card readers. Rollins College had to set up a laboratory of sorts in Opapka by purchasing a number of cassette units in order to cope with the problems created by migrant workers' schedules and the assistance between the sites and the campus where such facilities are housed. Although use of audio-visual resources were often incorporated in the basic language instruction, participants were encouraged to make use of facilities at their leisure. Student aides were available to assist participants with the use of materials and equipment.

No less than four hours a week of counseling were available to participants. Counseling services consisted of both group and individual sessions during those periods. Much time, however, was spent coping with individuals crises

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*Deliverable #5b from RFP

and job searches or placements. In addition to these scheduled periods, coordinators, instructors, and aides acted as counselors attending to personnel, social or operational needs.

Eight hours were devoted to coop-education or vocational training at Florida Memorial College and Bethune-Cookman College during the first cycle. HADEP participants were offered hands-on experience in food sciences, maintenance, groundkeeping and security-related activities. This component was phased out with the launching of the Saturday vocational training program designed in collaboration with Lindsey Hopkins Vocational School in October, 1982. A total of 403 participants mainly from Bethune Cookman and Florida Memorial enrolled in the program along with others from the FIU program, Miami Dade and the CCSA. They attended classes taught mainly by Haitian professionals certified as instructors by the State of Florida. Five hours of intensive training and confidence boosting were provided each Saturday for fifteen weeks in Housekeeping, Hotel and Restaurant Services, Commercial Cooking, Building Maintenance, Cashier-Checking, Custom Drapery, Power Sewing and GED preparation.

These courses focused on the acquisition of basic vocational technical skills in a minimum required time and were geared to known job availability and income producing opportunities.

In April, 1982 an ESOL vocational training program was launched through the HCC with sites in Immokalee (Collier County) Miami base and Pompano (Broward). The center had and still has ideal facilities readily accessible to Haitian entrants and the site was already well integrated in the Bethune-Cookman/ HADEP segment as well as the Miami-Dade and FIU ESOL programs. A total of 342 Haitians entrants from all the differents programs attended classes in ESOL, plumbing, auto mechanics, cooking, weaving, landscaping, carpentry,

housekeeping and building maintenance. The formats adhered to techniques that had proven effective at the Lindsey Hopkins Educational Center since October, 1981.

In Jacksonville, where nearly all participants are employed, the emphasis is on orientation and training to obtain better jobs. Participants received special tutoring in preparation for civil service examinations or were helped to perform successfully as regular college students. In central Florida, the focus was not so much employment, since most participants served were and are still engaged as pickers in the groves. The Rollins College HADEP component had in fact to compete with work schedules in an exhausting and time-consuming commitment to deliver ESL instruction and other services in spite of the taxing participant work schedules. The main vocational objectives were geared to facilitating participants' access to stable jobs. Any training activity of ten hours entails giving up a day of work and the attendant earnings. The Rollins effort in cooperative education emphasized, therefore, links to private enterprise in the hope of minimizing the risks of futile sacrifices.

A vocational training program was developed in collaboration with the Wymore Technical High School. Twenty participants attended classes in auto mechanics, auto body repairs, golf course maintenance, and air conditioning.

The differences in approach at each institution pointed again to the diversity of the Haitian population in Florida. It also underscored the advantage of a program design that involved regional institutions, rather than regional representatives. This was even more obvious when modifications were required to address issues peculiar to a locality. All HADEP activities at a cooperating institution were supervised by an instructional coordinator. But when problems arose, the formulation of solutions involved several responsible officers, including all other members of the HADEP staff, a Dean of the college,

and, on occasion, the President of the institution. This institution-wide involvement also facilitated the delivery of additional services not anticipated in the initial service agreement. When, for example, inadequate public or private transportation was deemed a serious threat to the very existence of the program, all four institutions made available institutional vans or private cars to alleviate the problem. This occurred in spite of the fact that no funding was allocated for transport purposes.

The HADEP operational structure consisted, therefore, of a core staff of curriculum, cross-culture and community liaison coordinators who monitored performance of all HADEP components by interacting mainly with the instructional coordinators. Through the development of new instructional materials and the constructive review of program activities, existing curriculum materials, model lesson plans, testing instruments, new approaches to vocational training, job placement and counseling, the core staff remained aware of and closely involved with the activities at all HADEP sites. In addition to the obligatory paperwork, the Phelps-Stokes Fund staff was involved in various development efforts to secure additional resources to strengthen the program and to guarantee essential services such as transportation. In March, 1981 a $60,000 one year grant was awarded to HADEP-Miami for transportation purposes by the Florida State Department of Human and Rehabilitation Services. True success in fulfilling program goals was measured by the degree of sustained participant activity, the improved skills of participants and their placements in stable jobs. A most important goal, however, was the continuing commitment of institutions cooperating to serve these communities with only a fraction of the current financial support available.

The HADEP strategy for accomplishing this feat of continuity was threefold. Already on track was the participation of full-time faculty members and administrators who were released to serve in HADEP. Even with curtailed funding, these instructors and coordinators could not easily walk away from the relationships they had forged over fifteen months with the Haitian community. The second major element of the HADEP plan was to familiarize HADEP cooperating institutions with state and local funding opportunities and guidelines.

Both Florida Memorial College and Edward Waters College were awarded a grant by the Florida Department of State Division of Cultural Affairs for the purpose of creating centers for Haitian artists and crafts people that would foster the development of Haitian arts and crafts in Florida, support the growth of a crafts industry with income producing potential for Haitian entrants, and augment Florida's touristic appeal with the creation of a new local crafts industry and attendant cultural awareness and attraction.

Formerly unrelated to Haitian entrants, these colleges are now seen by local agencies as able service providers to Haitians. One major asset of the private colleges, such as the ones involved in HADEP, is their freedom from bureaucratic and legislative constraints often imposed on publicly-controlled institutions. The Haitian situation in Florida, particularly, does not lend itself to neat and mechanistic administrative grids. The original projection of involvement of Florida A & M University at Tallahassee could not be realized to a significant degree because of such bureaucratic constraints.

The third element of our strategy was a link with the business community. The HADEP administrators became immediately known for their obsessive concerns for employment. English instruction and other HADEP activities were scheduled

at convenient hours to facilitate obtaining an entry position or to hold on to a job. The challenge, therefore, was not so much to strengthen the program's outreach with the Haitian community as to begin to work closely the regular with prospective employers. HADEP successfully sold the idea that the program was turning out well-motivated and competent people carefully screened for each job requirement.

The Phelps-Stokes Fund/Miami office successfully negotiated with the Southland Corporation the placement of ten HADEP participants in their convenience stores in Broward County. All personnel at those stores begin as clerks but applicants are expected to demonstrate managerial abilities.

In addition to thirty hours of on-the-job-training (OJT) HADEP candidates were required to attend a ten-hour/week special English training program for three months that was to reinforce their maths skills and familiarize them with the vernacular of that particular trade. A tailor-made curriculum was there designed by combining the regular ESOL offering with a course similar to the cashier-checking program offered on Saturday at Lindsey Hopkins. The program lasted from June 7 to August 31, 1982.

At the request of the Southland Corporation steps were taken toward the creation of a permanent training center at Florida Memorial College to serve exclusively Southland's prospective employees among HADEP participants.

Other negotiations are in progress, but this single example serves to illustrate the potential for ultimately positioning such projects as service providers to private enterprise. In time, these services must become valuable enough to business to warrant their direct involvement in the funding of instructional and counseling services for employees.

For the benefit of HADEP instructors and staff, monthly workshops were held throughout the program. These workshops stressed practical goals and teaching techniques. They underscored the crucial role of attitudes for the success of the program and the need for an understanding of differences in teaching approaches for adult learners. They also focused on the Creole language and cultural differences as they impact upon learning English and provided staff and instructors with a forum for experience sharing.

MEASURING PERFORMANCE*

One measure of performance of all HADEP sites was the level of enrollment and entrant participation. Such performance in the first of three five-month cycles had demonstrated the capacity of the program to enroll and retain much larger numbers than anticipated. Original projections for minimum participation in the first cycle was ninety (90) Haitian entrants for all four sites. Actual enrollment was 259, 169 participants in excess of the initially projected enrollment. Contract projections for the second and third cycles were 180 and 130, respectively.

Each institution was originally assigned a minimum number of participants. Corresponding resources were then allocated to set in place a program that would serve a given base participant requirement or BPR for each cycle. This formula resulted in the distribution of the task of serving 400 entrants mandated by the Phelps-Stokes Fund contract with DOE among the four colleges. It was certain, however, that because of inevitable attrition for the institutions to remain faithful to their BPR, they would have to recruit 50% or more above the minimum participant projection. It was also obvious that by scheduling day and night activities and by anticipating that some participants

*Deliverable #5c from RFP

could not attend all classes offered, there would be room to accommodate additional participants. This approach was implemented, while still retaining class sizes of 13 to 18 persons per instructor and maintaining at least three levels of instruction. The criterion for allocation of BPR was primarily the demographic distribution of Haitians in Florida. For Rollins College and Edward Waters College serving these communities the total 15-month BPR was 65 participants. For Florida Memorial College and Biscayne College located in Miami, the BPR was 140 and 130, respectively.

The most consistent difficulty at all sites was irregular attendance and an attrition rate of 25% or more. The numbers of those who leave usually equalled new enrollees in any given month. In one case, that of the Lindsey Hopkins Saturday vocational program, a 90% attendance was maintained over the first six weeks of classes. The obvious linkage of this activity of work, and the instruction in English and Creole may explain this high degree of consistent participation. In ESOL classes, however, irregular participation could usually be related to poor transportation, inadequate financial resources among participants and, ironically, availability of employment, even though often it was part-time or temporary employment.

This circumstance imposed upon participant and staff the necessity for intensive but erratic scheduling. Sometimes a full time job led a participant to feel that a rudimentary level of competence sufficed, and that the arduous schedule of work and study can be dispensed with. In the case of other individuals, quite the opposite occurred. A job often prompted or increased the desire for more instructional hours, because greater proficiency became a critical factor in determining whether the employment was to be temporary or permanent.

The permutations on this theme were countless. A program that is determined to maintain rigid formats will invariably fail to address the complexity and dynamics required to meet the unpredictable or unhomogeneous needs of the Haitian entrants.

PROGRESS*

The approach adopted by HADEP to cope with such situational variables was to create programs geared to mass demand, yet sensitive to individual needs. It also recognized that particular solutions applicable to one HADEP site might prove inappropriate or impractical at another. Nevertheless, the program established consistent offering that guaranteed comparable services to participants whenever they were able to take advantage of them. Because the entrants served remained highly motivated adults, the decision not to participate was usually attributable to circumstances beyond their control or that of the program staff.

The situation of participants in central Florida, for example, was a particularly difficult and frustrating one because absenteeism could be chronic despite the fact that services were critical and essential. One major contributing factor was the unstable character of a participant group, composed mostly of migrant workers. Constant outreach efforts and excellent communication by word-of-mouth brought the program to the attention of entrants. Rollins College was able to involve a larger number than required by its BPR; 25 instead of 15 participants. This, however, did not guarantee regular attendance. Because HADEP was known to offer more than instructional services, some in the migrant population of northwest Orange County were known to enroll in the program, attend a class or two and drop out. This often occurs when a particular concern was promptly addressed and resolved with the assistance of the program's Creole-speaking counselor.

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*Deliverable #5c from RFP

Less extreme were the cases of participants who came once a week, and on occasion skipped one or two weeks. The primary cause, as mentioned earlier, had to do with the type of work they performed or illness or some personal dilemma. Crews of fruit pickers left camps at 4:00 a.m. or 5:00 a.m. A bus returned participants to their domiciles, sometimes as late as 5:00 p.m. This left scant time to bathe, eat, walk perhaps a mile to an English class that began at 6:30 p.m. and ended at 9:30 p.m. three times a week. Participants who stuck it out usually had three-to-four months to learn enough English and find a new job before being compelled to move on to picking the next crop. It was also among these participants that proportionally the greatest needs for basic language and acculturation instruction were documented.

To meet the challenge, two approaches were pursued. One was to place a language laboratory in proximity of the Haitian community that could be used on weekends. The Lending Cassette program envisaged to increase the effectiveness of this approach was not fully implemented mainly because of the prohibitive costs for duplication. The second approach was to identify language structures that could be drilled intensively over short periods of time and then repeated. The vocabulary and examples were variable, but the structures recurred incessantly. The intended effect for those at the most basic level I who dropped in and out of classes was similar to catching portions of a feature film which is repeated regularly. Over five months this process enabled participants to piece together as much as possible the skills with which to engage in some minimally effective communication. For those able to attend more regularly, the repetition was also beneficial, but special care was taken to assess individual performance and to respond properly and professionally to higher levels of competence. Finally, the

issue of transportation in central Florida was as critical as in Miami or Jacksonville. A mile may seem like a small distance. At the end of a ten-hour work day and in the dark of night, that mere mile becomes a serious problem.

These efforts to address the special requirements of particular clienteles ultimately supported the overall goal of the program. Problem-solving for groups and individuals became the means by which the program made a significant and positive contribution to as large a number of Haitian entrants as could be realistically accommodated. Thus, post first cycle objectives were to enroll and retain 350 participants state-wide in each of the two 5-month cycles remaining. At the end of the 15-month program HADEP had served close to 2,500 Haitian entrants. Of these approximately 1/3 remained with the program throughout; one third participated over 10 months and another third participated for five months or less.

Given our overall priorities, these figures must be treated with caution. Even the standard comprehensive tests administered at the end of each cycle were not sufficiently reliable indicators of all the intricate factors and elements underlying participant performance. These tests do document that a person with no English communication skill when given the entry test is now able to conduct a minimal conversation, write down an address or fill out a simple job application. At the opposite end of this spectrum, others with extensive formal education might even now be contemplating college enrollment. Yet this does not adequately reveal how successful HADEP staff were in providing the individual participant with the foundation with which to lead a productive adaptive life. A new measure of performance was subsequently introduced for which counselors had the responsibility to monitor.

This developmental approach integrated all the HADEP objectives. It also compelled counselors and instructors to be constantly mindful of the participants' progress. In addition, by identifying individuals in the latter two stages, special attention was then accorded to those still in the "survival" stage. Program monitoring became a gauge of human performance rather than a mere quantitative or statistical compilation.

COMMUNITY IMPACT

The management and correction of popular perceptions of Haitian entrants was as critical as any other specific aspect of our program. Equally important was the Haitian entrants' perception of the U.S. environment. One of the most important roles of the HADEP official constituencies was to serve as committed advocates on behalf of the Haitian entrant community. Again cooperating institutions were in a unique position to be of assistance in perception building, advocacy and developmental support. Once enlisted, they immediately launched the quiet but effective campaign to de-mystify, inform, balance and interpret for both U.S. and Haitian communities. Several activities were undertaken to insure that a climate of understanding, respect and tolerance was promoted, nurtured and sustained, and that Haitian entrants were helped to acquire the means for full participation in their new society. Clearly, one effective mode to bridge gaps of understanding was to continue the on-going instructional program, counseling and outreach efforts for Haitians. To reach the settled mainstream communities, however, HADEP launched a lecture series which made available specialists in Haitian affairs to the four HADEP sites. Speaking engagements by reputable resource specialists at the colleges and with community groups were scheduled with the view to keeping alive an informative and balanced dialogue concerning Haitians in Florida.

In Miami a daily ten-minute news, educational, and counseling broadcast was launched in March, 1982 in cooperation with WLRW, a public station in Miami. The aim of the program was to provide HADEP participants and the wider Haitian community in Dade and Broward Counties with vital and current information that is not readily available through other media. A similar program was started in Orlando. Moreover, the mere existence of such programs conveys the message that Haitians are accepted in this society and that important institutions including the media care enough to commit resources to address their needs. Such a message helps to diminish and modify the disturbing frantic, emergency mood that has characterized most of the attention devoted Haitian entrants to date. The program component begin the overdue task of building lasting networks to sustain the development receptivity and growth in this country of positive policies and programs sistent with the U.S. democratic ideals to which a new brand of twentieth-century immigrants is entitled.

November 11, 1982

Lecture Series

September 15-19, 1981	Dr. Toussaint Celestin Haitians in the U.S. Acculturation and Adaptation Process
October 14-17, 1981	Dr. Richard Long Historical overview of Haitian-American Relations. Assessment of current situation with special references to Black Americans political and affective responses
November 15-17/December 3-4, 1981	Dr. Anthony Maingot Dynamics of Haitians migration with Caribbean basin and in the U.S.
January 18-24, 1982	Dr. Drexel Woodson Socio-economic Differentiation in Rural Haiti
March 15-18, 1982	Dr. Leon Francois Hoffman Haitian Vou Dou: Myth and Reality--A Literary Overview
June 1-7, 1982	Felix Morisseau-Leroy Creole in Haitian Literature

ENROLLMENT SUMMARY*

EDWARD WATERS COLLEGE

	Net Enrollment		New Enrollers		Delivery Order		Total Served
CYCLE I	June	19	19		-		
	July	26	7		-		
	August	28	2		-		
	September	25	-		3		
	October	25	-		-		
			28	+	3	=	31
CYCLE II	November	22	2		8		
	December	22	-		-		
	January	22	-		-		
	February	24	2		-		
	March	24	-		-		
			4	+	8	=	12
CYCLE III	April	24	-		-		
	May	24	-		-		
	June	20	-		4		
	July	18	-		2		
	August	18	1		1		
			1	+	7	=	8
						TOTAL	51

ROLLINS COLLEGE

	Net Enrollment		New Enrollers		Delivery Order		Total served
	July	11	11		-		-
	August	14	10		7		
CYCLE I	September	19	15		10		
	October	30	15		4		
	November	42	29		-		
			80	+	21	=	101
	December	52	11		1		
	January	74	22		-		
CYCLE II	February	95	33		12		
	March	94	19		20		
	April	51	6		43		
			91	+	76	=	167
	May	51	-		-		
	June	20	-		31		
*CYCLE III	July	40	20		-		
	August	48	8		-		
	September	48	-		-	=	0
						TOTAL	268

* No new Enrollees -

Figures shown migrant participants who had left the program for seasonal work and then returned.

BETHUNE COOKMAN

	Net Enrollment	New Enrolled		Delivery Order		Total Served
	June	66		--		
	July 65	2		3		
CI	August 59	2		8		
	September 49	0		10		
	October 41	0		8		
		70	+	29	=	99
	November 75	75		--		
	December 105	30		17		
CII	January 127	46		24		
	February 116	8		19		
	March 148	32		22		
		191	+	82	=	273
	April 305	157		86		
	May 323	35		17		
CIII	June 338	40		25		
	July 290	4		52		
	August 217	0	+	73		
		236		253	=	489
						861

FLORIDA MEMORIAL COLLEGE

		Net Enrolled	New Enrollment		Delivery Order		Total Served
	June	45	45		--		
	July	57	31		19		
CI	August	62	12		7		
	September	41	0		21		
	October	41	0		0		
			88	+	47	=	135
	November	37	80		43		
	December	75	52		14		
CII	January	100	25		0		
	February	102	5		3		
	March	104	27		25		
			189	+	85	=	274
	April	87	6		23		
	May	69	7		25		
CIII	June	60	14		23		
	July	53	8		15		
	August	45	2		10		
			37	+	96	=	133
							542

ESOL VOCATIONAL TRAINING

	L. HOPKINS	HCC	P-SF/Southland	P-SF/Dade Adult Education
CI	--	--	--	--
CII	125	--	--	--
CIII	120	127	10	21
TOTAL	245	127	10	21

L. HOPKINS

	Enrollment	Total Served
Cycle II	151	
Cycle III	252	
	403	403

HCC -	Net Enrollment	New Enroolment		Delivery Order		Total Served
May	233	233				
June	146	23		60		
July	202	16		10		
		272	+	70	=	342

P-SF/Southland

New Enrollers	Total Served
10	10

P-SF Voc. and adult Education

Dade County Public Schools

New Enrollment	Total Served
21	21

GRADUATE ESOL

		BCC	FMC	EWC	RC	HCC		TOTAL
PRE LIT		69 69	10 10			22 22	=	101
Level I - Basic	CI	22	14	1	10	--		
	CII	45	5	5	12	--		
	CIII	57	23	3	11	13		
Sub-Total		124	42	9	33	13	=	221
Level II - Int.	CI	4	13	6	1	--		
	CII	5	35	6	14	--		
	CIII	38	17	2	16	1		
		47	65	14	31	1	=	158
Level III - Advanced	CI	--	--	3	1	--		
	CII	--	11	3	3	--		
	CIII	15	10	6	8	--		
		15	4	12	12		=	60
	TOTAL	255	138	35	76	36	+	540

HAITIAN ADULT DEVELOPMENT EDUCATION PROGRAM

	LH Cycle I	LH Cycle II	HCC Cycle III	P-SF/Southland	P-SF/Adult Voc.Ed. Security Guard
Hotel & Rest. Services	12	11		10	21
Curtain Drapery	27	19			
Bldg. Maintenance	29	21	11		
Comm. Leaving	19	23	24+8+5		
Cash Checking	17	26			
Power Serving	21	33	7		
GED Preparation		13			
Lands Coping			3		
Weaving			7		
Carpentry			2		
Housekeeping			10		
Car Maintenance			17+17+9		
Plumbing			9		
Air Conditioning			1		

HAITIAN ADULT DEVELOPMENT EDUCATION PROGRAM, CYCLE I

June - October, 1982

	BC	FMC	EWC	RC
Sites	1	1	1	1
Coordinator	1	1	1	1
Assistant Coordinator	1	1		
Instructor	9	3	2	1
Student Aide	3	7	2	
Counselor	1	1	2	1
Secretary	1	1	1	1
ESOL hrs./week	46.5	36	20	18
Laboratory	6	8	4	8
Counseling	7	18	8	40
Number of participants served	99	135	31	101

BC - Bethune Cookman College
FMC - Florida Memorial College
EWC - Edward Waters College
RC - Rollins College

HAITIAN ADULT DEVELOPMENT EDUCATIONAL PROGRAM, CYCLE II

November 1981-March 1982

	BC	EMC	FWC	RC	LH	
Sites	2	1	1	4	1	
Coordinator	2	1	1	1	1	
Assistant Coordinator						
Instructor	4	4	1	4	8	
Counselor	1	1	1	1	1	
Student Aide	16	7	2	3		
Secretary	1	1	1	1		
ESOL	95	42	20	21 ESOL Voc.Trng.40		
Laboratory	5	11	4	8		
Counseling	10	18	8	40		
Number/participants served.	273	274	12	167	151	= 877

HAITIAN ADULT DEVELOPMENT EDUCATION PROGRAM, CYCLE III

April - August, 1982

	BC	FMC	RC	EWC	HCC	LH	P-SF	DADE
Sites	2	2	4	1	3	1	1	
Coordinator	2	1	1	1	1	1	1	
Assistant Coordinator		1						
Instructor	13	5	4	1	11	8	1	
Counselor	1	1	1	2	2	1		
Student Aides	4	5			5			
Secretary	1	1	1	1				
ESOL	137	42	24	10.5				
ESOL/Voc. training					82	40	10	
Laboratory	46.5	13	4	7	0	0		
Counseling	7.5	19	40	8	5	5		
Number/participants	489	133		20	342	252	10	21
							TOTAL	1267